
The Articulation Committee Companion

A Resource for BC's Articulation Committees
2007 Edition



The Articulation Committee Companion **A Resource for BC's Articulation Committees**

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The Articulation Committee Companion is also available in Adobe Acrobat Portable
Document Format (PDF), on the BCCAT website (www.bccat.bc.ca).

Previously published as *The Articulation Committee Handbook: A Guide to the Mandate
and Operations of Post-Secondary Articulation Committees in British Columbia*.

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1 INTRODUCTION

Since its inception in 1989, the BC Council on Admissions and Transfer (BCCAT) has been responsible for coordinating provincial articulation committees. Long before that, and to this day, articulation committees continue to play a vital role in the BC post-secondary system.

The membership of articulation committees is constantly changing. BCCAT has designed *The Articulation Committee Companion* to serve as both an introductory resource for new articulation committee members and as an ongoing reference for committees.

The *Companion* includes a brief overview of the province's articulation committees and their essential role in the post-secondary system. In addition, the *Companion* outlines key roles and responsibilities of articulation committee members, and suggests best practices for articulation committee meetings and activities.

Additional information available at www.bccat.bc.ca includes the following:

- Electronic versions of this publication (pdf and html)
- Access to the BC Transfer Guide and Education Planner
- Current contact information for articulation committee chairs and information regarding upcoming meetings
- Webpages for each individual articulation committee
- Information on applying for funding for articulation projects
- Information about BCCAT, the Council and its committees
- Resources and publications produced by BCCAT on transfer, articulation and other subjects

If you have questions that are not addressed in the *Companion*, feel free to contact us at articulation@bccat.bc.ca.

If you have questions that are not addressed in the *Companion*, feel free to contact us.

We are always happy to help.

2 ARTICULATION COMMITTEES:

Their Essential Role in a Successful Transfer System

The BC Transfer System consists of the province's public post-secondary education institutions, as well as Yukon College and those private institutions and programs which have been approved to participate through a provincial quality assessment process. Within the BC Transfer System, smooth student mobility between institutions is facilitated by all partners. Articulation committees play a critical role in that process.

There are 70 articulation committees currently recognized by BCCAT. They exist for most disciplines or programs that are delivered in more than one BC post-secondary institution. There are committees for academic programs (e.g. Philosophy, Math, English), applied and professional programs (e.g. Nursing, Adult Education, Tourism Management), vocational, trades and technical programs (e.g. Drafting, Automotive Service Technician, Welding) and Adult Basic Education programs.

The purpose of articulation committees is to "expand educational opportunities for students by facilitating transfer of students from one educational institution to another." Articulation committees normally meet once a year to share information and engage in discussions related to curricular matters, particularly those affecting student mobility. For articulation committees in technical, vocational and preparatory fields, these discussions often centre on provincial curriculum and shared objectives. Discussions of committees in academic and professional disciplines often focus on course equivalencies and transfer relationships.

Specific transfer credit is not usually negotiated in the context of articulation committee meetings. Rather, the meeting's aim is to generate common understandings regarding course objectives/outcomes, teaching methodologies, and other relevant issues. Articulation committee meetings foster collaborative and collegial relationships among disciplinary colleagues throughout the system. The committee can discuss current and potential transfer problems and ways that they might be addressed. In addition, the meeting gives an opportunity for advance notice of upcoming curriculum changes so that articulating institutions can decide how best to respond.

All institutions offering a particular program are expected to send an appropriate representative to the annual meeting of the relevant articulation committee. The cost of attendance is borne by each institution. The successful functioning of articulation committees depends on the ability of each representative to provide effective liaison between his/her own department, the committee, and other institutions. It is vital, therefore, that institutions select as their representatives individuals who are *experienced members of their departments* (ideally department heads) and who are well informed regarding matters of transfer and articulation.

Inter-institutional credit transfer is a key aspect of the BC post-secondary system, providing mobility and efficient credential completion mechanisms for all students. At the same time, each institution is autonomous in matters of admissions, curriculum design and standards. Articulation committees provide an essential link among autonomous institutions offering related programs, and as such are a critical factor in the smooth functioning and success of the BC Transfer System.

All institutions offering a particular program are expected to send an appropriate representative to the annual meeting of the relevant articulation committee.

The cost of each representative's attendance is borne by their respective institution.

3 CURRENTLY RECOGNIZED ARTICULATION COMMITTEES

Articulation committees are overseen by the Transfer and Articulation Committee, a committee of the BC Council on Admissions and Transfer.

ABE Steering Committee	English
ABE Working Groups	English as a Second Language
Computer Studies	Environmental Programs
Education & Career Planning	Film Studies
English	First Nations Studies
First Nations	Forestry
Fundamental	Geography
Math	Heavy Duty/Commercial Transport/ Diesel Engines
Science	History
Social Science	Home Support/ Resident Care Attendant
Adult Education	Hospitality Management
Adult Special Education	Human Service Programs
Adventure Tourism	Mathematics/Statistics
Agriculture/Horticulture	Media & Communication Studies
American Sign Language	Millwright/Machinists
Applied Business Technology/ Office Administration	Modern Languages
Auto Parts & Light Warehousing	Music
Automotive Collision Repair & Refinishing	Nursing
Automotive Service Technician	Outdoor Power Equipment/Motorcycle/ Marine
Biology	Philosophy
Business & Commerce	Physical Education & Kinesiology
Carpentry	Physics
Chemistry	Piping Trades
Communications	Political Science
Computing Education	Practical Nursing
Creative Writing	Professional Cook Training
Criminology	Psychology
Dental Educators	Sheet Metal
Drafting Technologies	Sociology/Anthropology
Early Childhood Education	Theatre
Earth Sciences	Tourism Management
Economics	Travel Programs
Electrical	Visual Arts & Design
Electronics Engineering Technology	Welding
Electronics Technician	Women's Studies
Engineering	

4 ARTICULATION COMMITTEES: Terms of Reference

4.1 The Purpose of Articulation Committees

Articulation committees are established with the purpose of expanding educational opportunities for students by facilitating students' transfer of credits from one educational institution to another. Articulation committees achieve this purpose through endeavouring to

- a) provide a mechanism for exchanging information and enhancing cooperation and coordination among institutions providing instruction in a given area of study;
- b) promote course and program equivalency where appropriate; and
- c) aid in the process of achieving inter-institutional transfer credit.

4.2 Goals of Articulation Committees

- 1. To foster understanding of course objectives in the discipline/program.
- 2. To provide for liaison among instructors of the subject at all levels.
- 3. To exchange information about entry requirements, measures of achievement, course numbering systems, instructional practices, textbooks, and learning materials.
- 4. To discuss new developments in the field, and to identify common professional issues and opportunities for program development.
- 5. To liaise and maintain communications with appropriate external organizations.
- 6. To discuss any changes contemplated in courses and/or programs that may affect transfer relationships.
- 7. To foster understanding of the *Principles and Guidelines for Transfer* (Appendix A).
- 8. To identify significant transfer issues and forward such issues to BCCAT's attention.

Articulation committees are established with the purpose of expanding educational opportunities for students by facilitating the transfer of students' credits from one educational institution to another.

In cases where a committee is multi-disciplinary (e.g. modern languages), it may be appropriate for an institution to send more than one representative to articulation meetings.

4.3 Membership and Representation

1. Articulation committees exist for most academic disciplines, and most career, vocational and developmental programs. New committees require approval by the Transfer and Articulation Committee through its *Process for Establishing a New Articulation Committee* (Appendix B).
2. Institutions are expected to send one representative to each articulation committee for which they deliver a program of study. In cases where a committee is multi-disciplinary (e.g., modern languages, human services) it may be appropriate for the institution to send more than one representative.
3. Articulation committees consist of representatives from institutions in the BC Transfer System which offer, or plan to offer, instruction in the respective discipline or program.
4. Committee members should be experienced representatives of their department and be well informed regarding articulation matters. Members should serve for at least two years in order to build understanding and continuity.
5. At its discretion, an articulation committee may invite guests or observers to its meetings. In addition, appropriate Ministry staff and representatives from counterpart committees (e.g., the ABE Math Working Group and the Mathematics and Statistics committee) may attend meetings from time-to-time.
6. An articulation committee may invite representatives from other institutions, public or private, to participate as either voting or non-voting members, at its discretion.
 - Some committees have made decisions to include membership from private institutions outside the BC Transfer System. It is helpful for committees considering this issue to place this item on the agenda for discussion. If a consensus is reached on the issue, a formal motion should be put forward and the decision recorded in the minutes.
 - BCCAT can work with other organizations, such as the BC Career Colleges Association, to identify appropriate candidates from private institutions for membership and participation in meetings.
 - Private institutions that are program or institutional members of the BC Transfer System are expected to send a representative to each relevant articulation committee. These representatives are voting members of the committee.
 - The *Private Degree-Granting Institutions Articulation Policy* is available for review on the BCCAT website at: www.bccat.bc.ca/system/privatepolicy.pdf

4.4 Meetings and Costs

1. BCCAT does not pay for articulation meetings. It is the position of the Ministry and BCCAT that funds for articulation activities, including articulation committee meetings, are included in the block transfer of funds from the province to public institutions in the post-secondary system. Therefore, institutions approve and pay for representatives to attend articulation meetings.
2. Individual committee members should communicate to their institutions the important nature and purpose of articulation committee meetings to ensure that their respective institutions remain informed and supportive. When seeking approval to attend, members inform their institutions of the following:
 - when and for how long the meeting is occurring;
 - where the meeting is taking place;
 - if the articulation committee meets more often than once per year;
 - if the meeting is in a particular locale which may be deemed inappropriate (e.g., outside the province, in an expensive location); or
 - if the meeting includes additional events, such as professional development, conferences or curriculum development.
3. Committees normally meet once a year for one or two days. The date of the meeting is set by the chair in consultation with the committee. Whenever possible, the meeting should take place during non-teaching duty time.
4. The location of each meeting will be determined by each committee but will most often be in the Greater Vancouver area for reasons of economy and convenience.
5. The chair will coordinate and distribute an agenda well in advance of each meeting through canvassing committee members for topics of discussion.
6. While course articulation is normally related to first and second year courses, the inter-relationship between upper and lower level courses may also be explored in the context of articulation committee meetings.
7. Articulation committee meetings are made possible with public funds — therefore, committees must be accountable through minutes and keeping in contact with BCCAT.

The location of each meeting will be determined by each committee but will most often be in the Greater Vancouver area for reasons of economy and convenience.

Articulation committee meetings are made possible with public funds - therefore, committees must be accountable through recording minutes and keeping in contact with BCCAT.

Funds for articulation are included in the block transfer of funds from the province to public institutions in the post-secondary system.

4.5 Committee Chairs, Co-chairs and System Liaison Persons (SLPs)

Articulation committee meetings are led by the committee chair; however, the chair's responsibilities extend beyond the meeting. The chair is BCCAT's main contact person for the committee, and continues to be responsible for the committee throughout the year.

1. The chair is elected/appointed by the committee membership. It is the opinion of BCCAT that committees benefit substantially from having chairs who serve for a minimum of two years. We recommend that every committee adopt a chairing or executive structure which ensures efficiency, continuity, and distribution of work among members.

Generally, the SLP is an instructional administrator in a discipline related to that of the articulation committee to which he/she is appointed.

Committees demonstrate accountability to BCCAT by ensuring that BCCAT is up to date with meeting minutes and contact information for Chairs.

Each member of the committee is responsible for serving as a liaison between his/her home institution and the committee.

2. The committee membership may decide that it is necessary to appoint a member to the position of co-chair or vice-chair. Co-chairs are beneficial when the committee is divided between two or more sub-committees to address different disciplinary focuses in the committee's ambit. Vice-chairs may be appointed as a method of planning for the chair's succession and ensuring continuity of leadership.
3. If a substantial portion of the committee's work is delegated to a sub-committee, or, if the committee's work is split between two or more disciplinary sub-committees, these subcommittees are responsible for maintaining records and reporting to the committee chair. The minutes of any subcommittee meetings should be attached to or incorporated within the draft minutes of the annual meeting that are submitted to BCCAT by the chair.
4. A System Liaison Person (SLP) is appointed to a committee by BCCAT in consultation with the committee. The SLP provides liaison with administrative groups and acts as a non-voting resource person. The SLP is generally an instructional administrator in a discipline related to that of the articulation committee to which he/she is appointed. A schematic outlining the appointment process is available in Appendix C.

4.6 Accountability and Reporting

1. Articulation committees operate under the aegis of the BC Council on Admissions and Transfer (BCCAT) and report to the Council through its Transfer and Articulation Committee (TAC).
2. Committees demonstrate accountability to BCCAT through keeping in contact with BCCAT and ensuring that BCCAT is up to date with contact information for the committee; through sending draft minutes within one month of meeting; and through ensuring that matters requiring intervention or assistance are drawn to the attention of BCCAT. Keeping in contact with BCCAT in this manner is an expectation of committee chairs and co-chairs.
3. The public funds that support articulation committees come from institutional budgets, and so keeping institutions informed regarding articulation activity is of paramount importance. Each member of the committee is responsible for acting as a liaison between his/her home institution and the committee. Members are to ensure that all instructors and relevant administrators receive copies of committee meeting minutes and are informed regarding transfer issues, curricular change, program initiatives or any items likely to affect the home institution.

5 ROLES AND RESPONSIBILITIES

5.1 Roles and Responsibilities of Committee Chairs

The chair is key to the success of the articulation committee, as he/she has important responsibilities in communicating with members, organizing and chairing the meeting and ensuring appropriate follow-up on action items. Helpful strategies include a committee structure that encourages delegation of responsibility and succession planning.

5.1 Roles and Responsibilities of Committee Chairs

Serve as formal contact with BCCAT. Inform BCCAT when there are changes in the committee leadership/structure.	Use BCCAT and <i>The Articulation Committee Companion</i> as a resource.
Attend annual meetings of Articulation Chairs & SLPs, convened by BCCAT (normally on the first Friday in February).	For this particular event, BCCAT reimburses travel and accommodation expenses for committee chairs.
Establish/maintain an email group or listserv for the committee.	Ensure BCCAT (articulation@bccat.bc.ca) is on the list.
Notify all members of upcoming committee meeting dates and locations.	Most representatives require more than a month's notice to book economy airfares.
Canvass committee members for agenda items, produce and distribute agenda well in advance of the meeting.	Committee members may wish to submit institutional reports in advance of the meeting to be included with the agenda for distribution.
Ensure appropriate representatives from government, ABE working groups, and/or private or public agencies are invited to attend meeting.	Contact BCCAT if you require clarification or information.
Confirm date, venue and catering arrangements for the meeting. Clarify in advance what the host institution is prepared to contribute.	Each institution pays the cost of its member's travel. Meeting expenses are normally borne by the host institution but may be shared among members.
Contemplate whether there are any technological means to assist participation for members who have difficulty attending meetings.	Contact BCCAT if you have any questions or suggestions.
Ensure that draft minutes are forwarded to BCCAT, and to all committee members.	Within one month of the meeting send draft minutes to: articulation@bccat.bc.ca
Alert BCCAT, in a timely manner, to any issues requiring attention.	Contact us by telephone or email.
Ensure that all appropriate committee documents (e.g., minutes, resources) are posted on the articulation committee's webpage at BCCAT.	Refer to: www.bccat.bc.ca/articulation/ Contact articulation@bccat.bc.ca for help posting documents.
Check that your contact and meeting information is correct on the BCCAT website.	Refer to: www.bccat.bc.ca/articulation/

Submit draft minutes to BCCAT, and to other committee members within one month of the meeting.

BCCAT appoints the SLP, after he/she is identified in consultation with the articulation committee.

5.2 Roles and Responsibilities of System Liaison Persons (SLPs)

SLP Eligibility Criteria

While the SLP is non-voting, he/she is a valuable member of the articulation committee, bringing a wide knowledge of the post-secondary system to committee discussions, and helping to provide context for system initiatives and information on system processes, and linkages to administrator groups. The SLP is normally an administrator from a post-secondary institution. The SLP should have knowledge of, or experience in, the discipline.

SLP Appointment Process

BCCAT appoints the SLP in consultation with the articulation committee chair (in the case of a trades/technical articulation committee, appointment of the SLP also involves the BC Association of Trades and Technical Administrators — BCATTA). A schematic chart depicting the process is available in Appendix C.

5.2 Roles and Responsibilities of System Liaison Persons (SLPs)

Attend annual meetings of Articulation Committee Chairs and System Liaison Persons, convened by BCCAT each year in the first week of February.	Home institution bears the cost for SLPs for these events.
Attend the annual meeting of the articulation committee.	Home institution bears the cost.
Provide advice and information to committee about structure of post-secondary system and current system-wide innovations or initiatives.	Act as non-voting resource person, knowledgeable about system issues.
Provide continuity for committee as chairs rotate, with background and history of issues.	
Provide technical advice on how to forward an articulation concern through appropriate channels.	This may include contacting BCCAT on behalf of the committee.
Provide administrative perspective on issues under discussion.	For example, how initiatives and changes are budgeted for at institutions.
Act as liaison with system committees.	Deans and Directors groups, BC Association of Trades and Technical Administrators (BCATTA), etc.
Alert BCCAT and committee chair if no longer able to serve.	BCCAT will work with the committee to identify and appoint a replacement.

5.3 Roles and Responsibilities of Individual Committee Members

Each articulation committee member provides a vital link between the committee and his/her home institution or constituency.

5.3 Roles and Responsibilities of Individual Committee Members

Attend meetings of the articulation committee. Make sure you obtain all necessary approvals to attend.	Your institution bears the cost of your attendance. Most institutions have policies or procedures to follow regarding attendance.
Canvass department members or colleagues for agenda items in advance of the meeting.	Contact chair to ensure that your items are included in the agenda for the meeting.
Distribute the agenda to colleagues and relevant administrators in your institution.	Request feedback to take to the meeting.
After the meeting, distribute draft minutes and your own report to colleagues and relevant administrators at your home institution.	Some institutions ask that members submit a report as a condition of attendance.
Alert your department and the committee chair if you are unable to attend a meeting.	Department designates new member or alternative representative.
Ensure chair receives notice of any changes in member name and contact information.	Contact information for the chair is available at: www.bccat.bc.ca/articulation/contacts
Prepare an institutional report for circulation either prior to or at the meeting.	
Pass on your committee file to the new representative.	It is a good idea to keep a file containing meeting minutes and other documents during your term.
Consider serving as chair or secretary, or hosting a meeting.	Many committees have rotating meeting locations.

Your institution bears the cost of your attendance.

Most institutions have policies or procedures to follow regarding attendance.

Make sure you obtain all necessary approvals to attend.

5.4 Roles and Responsibilities of BCCAT

All articulation committees operate under the aegis of the Transfer and Articulation Committee (TAC) of BCCAT. BCCAT responds to concerns related to articulation and transfer, holds limited articulation committee records, and provides support to articulation committees.

5.4 Roles and Responsibilities of BCCAT

Articulation committees are asked to bring any contentious issues to BCCAT's attention.

BCCAT convenes an Annual Meeting of Articulation Committee Chairs and SLPs.

BCCAT reimburses Chairs for travel to BCCAT's Annual Meeting, but not for travel to articulation committee meetings.

Convene annual meetings of articulation committee chairs and System Liaison Persons.	BCCAT pays travel expenses for chairs to attend.
Appoint members and hold regular meetings of the Transfer & Articulation Committee (TAC) of Council.	The TAC committee normally meets two or three times per year.
Maintain articulation committee records, webpages, and files.a	Files include committee webpages, minutes and correspondence, and current contact information for the chair and SLP.
Attend articulation committees at the request of the committee chair.	Staff may not be able to accommodate all requests, but they will try to do so.
Follow up on any contentious issues or disputes to facilitate resolutions as required.	Articulation committees are asked to bring these issues to the attention of BCCAT.
In consultation with committee, appoint a System Liaison Person (SLP) to each articulation committee.	See page 12 for role of SLP.
Publicize the work of articulation committees.	BCCAT newsletters, reports, and the <i>Annual Summary of Articulation Committee Meeting Minutes</i> can serve this purpose.
Ensure that articulation members, chairs and SLPs are informed regarding roles and responsibilities.	BCCAT will provide access to the <i>Companion</i> to all new members and maintain regular contact with chairs and SLPs.
Consult with articulation committees as issues arise requiring their expertise or involvement.	Normally such contact is made through the chair.
Inform articulation committees about opportunities to undertake projects related to articulation and transfer.	Act as resource for articulation committees engaged in such projects.
Maintain articulation section of website with relevant information and resources for articulation committees, including pages for individual articulation committees.	www.bccat.bc.ca/articulation

6 ARTICULATION COMMITTEE MEETINGS

6.1 Setting Effective Agendas

The following suggestions are provided as guidelines, especially to assist new chairs, and are not intended to be prescriptive.

In advance of the meeting:

- Email participants at least two months before the meeting. Remind them of the date and location, request agenda items and suggest key issues;
- Check previous minutes for items to be brought forward to this meeting;
- Consult the most recent *Annual Summary of Articulation Committee Meeting Minutes* for information on what other committees discuss at their meetings; and
- Produce and distribute the agenda at least two weeks before the meeting; indicate on the agenda which items require action. It may be useful in these cases to include a draft motion in the context of the agenda.

An agenda that follows a set pattern can be helpful as a starting point.

Agenda Item	Notes
Welcome and Introductions	
Approval of Agenda	Should any items have a higher priority? Any pertinent topics that should be added?
Approval of Previous Minutes	Ensure that copies of the draft minutes are there for the committee members. Host institution often asks administrator to welcome participants. Make all new members feel welcome. Distribute sign-up sheet for contact information.
Review Purpose of Meeting	Ensure everyone is familiar with the <i>Companion</i> and review Terms of Reference for articulation committees.
Reports of Subcommittees	In previous meetings, were any individuals or groups given tasks to do? Is the committee working on an articulation project?
Reports of External Reps	e.g. Representatives from Ministry, BCCAT, professional bodies.
New Business	Items for discussion may include notice of major changes to curriculum at institutions and the implications of such changes; new program proposals; etc.
Summary of Business	Review decisions made, actions forthcoming and to whom they are assigned, items to be brought to the attention of BCCAT, any unresolved items to be brought forward to next meeting.
Elections	Try to maintain a committee structure that provides for succession planning.
Institutional Reports	These can be submitted in advance in writing. If time for verbal reports, ask participants to limit remarks to five minutes.
Next Meeting	Establish, if possible, meeting dates and locations two to three years in advance.
Adjournment	

Check previous minutes for outstanding business.

Consult the most recent *Annual Summary of Articulation Committee Meeting Minutes* for information on what other committees discuss at their meetings.

6.2 Guidelines for Articulation Committee Minutes

The minutes of articulation committee meetings fulfill several key purposes:

1. They inform all participating institutions about current province-wide initiatives or proposals that can impact on the program or discipline.
2. They alert BCCAT and institutions to problems of articulation and transfer that may call for mediation or other types of intervention, and enable tracking of those issues over time.
3. They form a record of attendance and proceedings of articulation committee meetings.

Minutes are an important demonstration of accountability.

Where possible, it may be beneficial to have a staff person from the host institution record the discussion of the meetings. This allows the chair and all members to participate fully in discussions, and results in professional minutes. From time to time, host institutions are willing to provide a staff person to provide this service.

Minutes should generally be between three and five pages in length, with appendices included where appropriate. Keeping in mind the purposes listed above, minutes need not include all the discussion that takes place at the meeting, but should be restricted to those items which relate to the mandate of the committee.

At minimum, minutes should include the following items:

- A list of attendees (including names, institutions, and email addresses);
- The location and duration of meeting;
- A record of decisions, action items or motions;
- A description of any items (e.g., new provincial or national initiatives) with implications for the discipline/program;
- A description of problems or issues that need attention, with suggestions for action (by committee members, by institutions, by BCCAT);
- Notable committee achievements or successes which can be highlighted in BCCAT publications or other places;
- Names and complete contact information for the incoming chair/co-chair; and
- The date and location of the next meeting.

Minutes are an important demonstration of accountability.

Minutes should generally be between three and five pages in length.

7 FREQUENTLY ASKED QUESTIONS

Who pays for articulation committee meetings?

The budget for institutional representatives to attend articulation committee meetings is disbursed to each institution by the Ministry as part of the annual budgetary allocation process. Funds are not earmarked for articulation purposes, rather they are embedded in the overall grant received from the Ministry. *Therefore, each institution is responsible to pay for the costs associated with sending a representative.*

BCCAT reimburses the expenses of articulation committee chairs only to attend its Annual Meeting of Articulation Committee Chairs and System Liaison Persons. BCCAT does not cover costs associated with articulation committee meetings, apart from the attendance of BCCAT staff members.

How can we arrange to have a System Liaison Person appointed to our committee?

If the SLP position on your committee is vacant, schedule an item on the committee's upcoming meeting agenda entitled, "Identifying Candidates for System Liaison Person". Then, at the meeting, ask committee members whether they believe that a dean, associate dean or other instructional administrator at their institution might make a good system liaison person for the committee. Hopefully this discussion should generate two or three possible names.

Once the candidates have been identified, send them to BCCAT at articulation@bccat.bc.ca. BCCAT will contact the identified candidates to determine their willingness and availability to serve as the committee's SLP. If one of the candidates is willing, BCCAT will make the appointment and let the committee chair know. If none of the identified candidates are willing to serve, BCCAT will canvass the system for additional names for the committee to consider either online or at their next meeting. Finding the right SLP can take a while, but it is worth the effort.

When is it appropriate to invite representatives from private post-secondary institutions?

Private institutions that are members of the BC Transfer System are required to send representatives to the meetings of appropriate articulation committees. These representatives are full voting members. Inviting individuals from other private institutions will vary from committee to committee. It is in the best interest of both public and private institutions to maintain as open a communication as possible in curricular areas where significant articulation agreements exist or where the private institutions are offering similar programs. In these cases, articulation committees can decide whether representatives from private institutions should be invited to attend and whether they should participate as visitors/observers, as associate members, or as full members.

Where a committee does not appear to have met for a period of two academic years, BCCAT will assume that the committee is no longer operative.

If no request to continue is received, or no activity occurs, the committee will be deleted from the list of approved articulation committees.

What happens to committees that don't meet?

It is understood that due to the evolving nature of post-secondary fields, articulation committees which may once have been needed, may no longer be relevant and may stop meeting. Where a committee has not supplied contact information, has not returned requests for information, or does not appear to have met for a period of two academic years, BCCAT will assume that the committee is no longer operative. Notification that this committee will be removed from the list of BCCAT approved committees will be sent to the last recorded chair and SLP of the committee, and will also be noted next to the name of the committee on the BCCAT website. Institutions which participated in the articulation committee will also be notified.

If no request to continue is received, or no activity occurs, the committee will be deleted from the list of approved articulation committees. In order to be reinstated, the committee must re-apply for approval, using the format developed for approval of new committees (Appendix B).

What is the process to be followed when an institution changes its curriculum?

One of the primary purposes of articulation committees is to provide a forum for the discussion of curricular issues, especially as they relate to articulation. Institutions that receive transfer students should discuss at articulation meetings upcoming changes which may/will affect transfer. They also have a duty to ensure that all sending institutions are well informed about proposed changes even if they do not have a representative at the articulation meeting.

There are three key elements to this consultation process:

1. All details of the proposed curricular changes should be explicit. Information such as calendar descriptions and course outlines; significant changes in assessment/evaluation practices; proposed changes in prerequisites, degree or credential requirements; changes to course levels (e.g., from lower division to upper division) should be provided. Feedback from affected sending institutions should be sought. Within the sending institutions it is important that the articulation contact person inform other faculty and relevant administrators of the proposed changes.
2. Adequate timelines should be established for the implementation of curricular changes which will allow for sending institutions to respond. This response may include adapting their own curriculum to fit the proposed changes and this can be a time-consuming process requiring "grand-parenting" provisions.
3. The implications for transfer should be thoroughly examined, including the implications outside the immediate department. For example, if a credit value changes from assigned to unassigned for a certain Math course, will that course still be acceptable as fulfilling the Math requirements in another program?

Are we able to organize some other activities in conjunction with the articulation committee meeting?

Many articulation committees organize professional development events in conjunction with the meeting, or schedule their meeting to coincide with a conference related to their discipline. Others take the opportunity to engage in work related to curriculum development. The important thing is to distinguish between what is articulation committee business (see the Terms of Reference for articulation committees) and what is “other” business. The agenda that goes out to all members in advance of the meeting should be clear on this point. While all post-secondary institutions in BC recognize the importance of professional development and instruction-related activities, and in many cases the advantage of tying such events to articulation committee attendance, most have different budgeting mechanisms for this type of travel.

Our committee is concerned that an institution has not sent a member for several years. How can we encourage them to attend?

A personal approach by the articulation committee chair, such as a phone call or e-mail to the appropriate department, school or division chair/head, can help to clarify why a representative is not attending, and provide encouragement to do so. If the chair perceives a problem, he/she can also request help from BCCAT.

Chairs should help orient the whole group to the mandate of the committee, the process of articulation and the relationship of the committee to BCCAT.

When do Ministry representatives attend articulation meetings?

Several committees deal with subject areas which have corresponding responsibilities within the Ministry, looked after by a Coordinator, Manager or Director. Depending on the subject area, Ministry representation at articulation meetings may be well-established and ongoing, occasional or project-specific. Ministry representation is especially important in cases where curriculum review, new program development, or changes to provincial regulations which may affect your subject area, are being directed or coordinated within the Ministry. If you are not sure whether or not to invite a Ministry representative, or whom to contact, BCCAT will be glad to put you in touch with the appropriate person. This refers to the ministries responsible for both the secondary and the post-secondary sectors.

Our meetings have a tendency to go off track. How do we avoid that?

When faculty from the same discipline get together from all over the province, there is a natural inclination to discuss items of common concern. The challenge is to make sure that such discussions are germane to the Terms of Reference for articulation committees as outlined in this *Companion*. Chairs should help orient the whole group to the mandate of the committee, the process of articulation and the relationship of the committee to BCCAT. Some time can be spent at the beginning of each meeting (especially when guests have been invited or where many members are new) on such a discussion/orientation.

There is normally no funding for members' or chairs' activities beyond the committee meetings themselves and invitational workshops held by BCCAT, and no release time from teaching duties for additional responsibilities.

My institution is hosting the meeting this year. What is expected of us?

Many committees rotate their meeting location among member institutions. If you are hosting the meeting, it's a good idea to ensure that you have the support of your institution. Since the host department does not incur travel costs to send a representative to the meeting, it is usually able to provide a meeting room, food, and miscellaneous support such as photocopying. However, this is sometimes beyond the budget of the department, and in this case the committee usually covers the expenses by sharing the costs among members.

As chair of my articulation committee, I have been asked to sit on a provincial committee. Is this part of my duties?

Since articulation committees represent considerable bodies of expertise in subject areas, they may be asked from time to time to send representatives to other committees or task forces. Such involvement can be desirable and mutually beneficial, but it can also present a dilemma for the committee. There is normally no funding for members' or chairs' activities beyond the committee meetings themselves and invitational workshops held by the BCCAT, and no release time from teaching duties for additional responsibilities. Chairs or representatives are advised to request any necessary funding from the organization requesting the representation. They should also seek the permission and support of their own departments to engage in "extra" activities.

What do institutional reports normally consist of?

BCCAT highly recommends that articulation committee members submit a one-page institutional report for circulation in advance of the meeting, or in the context of the meeting. The range of subject matter presented in institutional reports varies; however, an institutional report should, at a minimum, indicate the following:

- Any institutional, departmental or program changes that are anticipated to have an effect on articulation and transfer (e.g., curriculum changes); and
- Any items that may be of interest to the committee membership (e.g., assessment tools, textbooks and other learning resources).

Sharing written reports in advance of the meeting can prevent a large amount of meeting time being devoted to oral reports. Sticking to the highlights of written institutional reports can result in more fruitful roundtable discussions, and allow more time for questions and answers.

APPENDIX A PRINCIPLES AND GUIDELINES FOR TRANSFER

Preamble

Transfer relationships in British Columbia are governed by statements which were adopted by the Council in 1993 after thorough consultation with all of the public post-secondary institutions in the province and with the private and out-of-province institutions listed in the BC Transfer Guide.

The principles and guidelines are based on those formulated by the British Columbia Post-Secondary Coordinating Committee and approved by university senate and college councils in 1976 and 1977.

Principles

1. The primary purpose for transfer among colleges, university colleges, universities and institutes is to increase student accessibility to post-secondary education by facilitating student mobility between institutions.
2. Each institution in the British Columbia post-secondary system will seek to enhance accessibility by planning for, and accepting as transfers, students who have completed a portion of their post-secondary studies at another institution in the system.
3. In any transfer arrangement, the academic integrity of the individual institutions and programs must be protected and preserved.
4. Awarding of transfer credit will be governed by the policies and regulations of the Senates and Boards of the institutions concerned.
5. Course or program transfer credit should be based on equivalency of academic achievement and of knowledge and skills acquired.
6. In determining the eligibility of transfer students for admission, receiving institutions will give primary consideration to a student's post-secondary academic record, provided the student has completed at least 30 credits of post-secondary studies.
7. While the minimum conditions for admitting transfer students will be published, receiving institutions may limit admissions to programs based on availability of resources.
8. Admission of transfer students to some programs may be based upon criteria pertinent to the program, additional to academic performance. While academic prerequisites ensure eligibility, they do not guarantee admission to a particular program.
9. If transfer arrangements are to be effective, students must be provided with information, prior to beginning their programs at sending institutions, as to course equivalencies, program prerequisites, and levels of achievement on which admission to and awarding of transfer credit at receiving institutions will be based. Receiving institutions should not make changes in these arrangements without providing adequate notice and lead time to sending institutions.

Guidelines

1. Although formal transfer negotiations shall take place via the designated persons at each of the institutions, discussions concerning course content, adequacy of supporting facilities and related matters should generally occur first at the local (i.e., department to department or instructor to instructor) level.

The institutions seeking transfer credit should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar) objective of course, and — although subject to change without notice — texts and required reading, initial proposals for method of instructing and evaluation, and the qualifications of instructors.

2. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Various methods of demonstrating or achieving equivalency may be employed, particularly for career programs; for example, course equivalency, competency tests, challenge exams, program equivalency and bridging programs.
3. Program or discipline articulation committees consisting of representatives of institutions offering the respective programs meet routinely to share information and enhance cooperation among people providing instruction in given areas of study; to promote course equivalency where appropriate; and to aid in the process of achieving inter-institutional transfer credit. Curriculum issues arising from transfer agreements may be addressed to appropriate articulation committees.
4. An institution which denies the transfer of credit requested by another institution shall state the reasons for the refusal.
5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of studies, it shall not be abrogated without reference to the designated authorities in the institution affected.
6. An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant articulation committees as far in advance of implementation as possible so that other institutions can consider the desirability of alterations to their courses and programs. Until others have been notified of changes, institutions have an obligation to fulfill the commitments of current course outlines.
7. The minimum GPA for admission as a transfer student is normally 2.0 (C). Receiving institutions which require higher GPAs for programs to which access is limited and for which transfer quotas have been established will normally give preference to students who have completed as much of their programs of studies as is feasible at the sending institutions.

For one of a kind programs or programs with very limited enrolments (usually professional and career) for which sending institutions offer specific transfer programs, appropriate administrators from sending and receiving institutions should, as part of a transfer agreement, establish enrolment quotas for each of the participating institutions.

Transfer arrangements between colleges and universities are assumed to be based on “lower division” (i.e., first and second year) studies. It is recognized that the assignment of ‘year level’ to any individual course might vary at different institutions and, therefore, specific exceptions to this rule might occur under inter-institutional arrangements.

Transfer of credit includes the following categories:

- i) Specific equivalent of a given course (assigned credit);
- ii) Unassigned (elective) credit in a discipline or department;
- iii) Unassigned (elective) credit in a faculty or program; and
- iv) Unassigned (elective) credit for courses not identifiable with course offerings but which are evaluated as being appropriate for academic credit on transfer.

Supplemental Principles and Guidelines for Flexible or Innovative Transfer

Preamble

After extensive study and consultation, the BC Council on Admissions and Transfer (BCCAT) has concluded that transfer among institutions in BC has become and will continue to become more complex due to the increase in the number of degree granting institutions. To maximize student access, the BC post-secondary education system is committed to enabling students to transfer relevant credits among institutions. In order to sustain this commitment in the face of the increasing number of receiving institutions and complex patterns of student movement among institutions, the BC Council on Admissions and Transfer is working to encourage the development of more innovative, flexible and efficient transfer arrangements. In doing so it recognizes the existence of necessary constraints on credit transfer, but wishes to minimize inequities and difficulties faced by students and institutions.

Therefore, the Council has developed a set of Supplemental Principles and Guidelines for Flexible or Innovative Transfer. These new principles and guidelines have not been formalized, in the sense of being developed through a process of extensive consultation with the post-secondary system. Nevertheless, Council believes that they are potentially very useful, both generally, and for application to projects to develop alternate, flexible approaches to transfer.

General Principles for Flexible and Innovative Transfer

1. Students should be able to complete all lower division degree requirements at a college, provided that the college offers a reasonable variety of courses in their chosen discipline.
2. Neither transfer nor direct entry students should be advantaged or disadvantaged as a result of the transfer process.

General Guidelines for Innovative Transfer

1. Variations in institutional programs that reflect differing missions, context or expertise should be respected and accommodated. Accommodation strategies may include receiving institutions setting more flexible course or credit requirements for transfer students than for direct entry students.
2. Sending and receiving institutions should provide a written rationale for the designation of courses as upper or lower division when requested.
3. Each receiving institution should normally grant the same number of credits for each transfer course as it grants its own equivalent course.
4. For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors, including the following (as many as are appropriate):
 - comparison of detailed content elements
 - comparison of outcomes
 - comparison of general subject matter
 - comparison of depth or breadth of coverage of subject matter, even if content details or approach are different
 - comparison of assessment
 - documented evidence of student success in subsequent courses
5. Block transfer, flexible transfer or transfer innovation agreements should not undermine the ability of students to continue to transfer on a course by course basis.

Guidelines for Block Transfer Agreements

Definition of Block Transfer: Block Transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.

1. Block Transfer agreements will normally involve certificate or diploma programs from the sending institutions, but may also involve smaller blocks or clusters of courses or credits.
2. Where the receiving institution does not grant the number of credits equivalent to the number the sending institution grants for the block, it should provide clear rationale for the number of credits granted.
3. While many block transfer agreements include a provision that the student is deemed to have fulfilled all lower level requirements, others may stipulate that any lower level requirements that have not been completed must still be taken.

4. Block transfer agreements should be clear, in that each student should know exactly what credit he/she will receive at the receiving institution.
5. Depending on the agreement, block transfer agreements may include provision for course-by-course allocation of credit, or may obviate the need for such allocation.
6. A block transfer agreement does not guarantee admission to the receiving program or confer priority status, unless such provisions are specifically built into the agreement.
7. The standards or criteria for program admission for students transferring under a block transfer agreement should be clearly stated in the agreement.
8. Sending and receiving institutions should reach agreement on what constitutes replication of coursework before a block transfer agreement is finalized. Students should not have to repeat content of which they have already demonstrated substantial mastery.
9. If a block transfer agreement provides for two years of credit transfer, transfer students should be able to finish a four-year degree in a further two years or within a reasonable additional amount of time if deemed essential by the receiving institution.
10. Block transfer arrangements should involve signed formal agreements between a sending and receiving institution.
11. Block transfer arrangements should be well documented (including in the BC Transfer Guide) and accessible to students.

APPENDIX B PROCESS FOR ESTABLISHING A NEW ARTICULATION COMMITTEE

1 Introduction

There are currently 70 provincial articulation committees operating in the post-secondary system in BC. These committees are established by, and operate under the auspices of the BC Council on Admissions and Transfer (BCCAT), and report to the Transfer and Articulation Committee (TAC) of Council.

According to the Terms of Reference for articulation committees:

Articulation in British Columbia is a process that contributes to an overall objective of expanding educational opportunities for students by:

- a) providing a mechanism for exchanging information and enhancing cooperation and coordination among institutions providing instruction in a given area of study;
- b) promoting course and program equivalency where appropriate; and
- c) aiding in the process of achieving inter-institutional transfer credit.

As defined, and within these stated objectives, the articulation process should embrace universities, university colleges, colleges, institutes and secondary schools.

Membership is composed of representatives of all institutions that belong to the BC Transfer System that offer, or plan to offer, instruction in the respective disciplines or programs and, as appropriate, representatives of other institutions, the public secondary school system, the Ministry, and/or other relevant agencies.

Each committee has a chair or co-chairs selected by the articulation committee, and almost every committee has a System Liaison Person (SLP) appointed by the Council's Transfer and Articulation Committee, in cooperation with the articulation committee. Some committees may choose to not have an SLP.

Because there are significant costs to the system, to individual institutions, and to BCCAT to establish and maintain articulation committees, new committees are not established unless approved by the TAC.

2 Forming A New Committee

In order for a new committee to be established, the discipline must be distinct and widespread in the post-secondary system, and the new committee must not duplicate the work of another committee. Therefore, one of the first options to consider is whether or not an existing committee can provide the appropriate venue for the discussions.

If an existing committee cannot accommodate the needs of the new or emerging group, that group should forward a proposal for the establishment of a new articulation committee to BCCAT. For committees for trades, occupations and apprenticeship programs, a copy of the proposal should also be sent to the appropriate agency that deals with apprenticeship training.

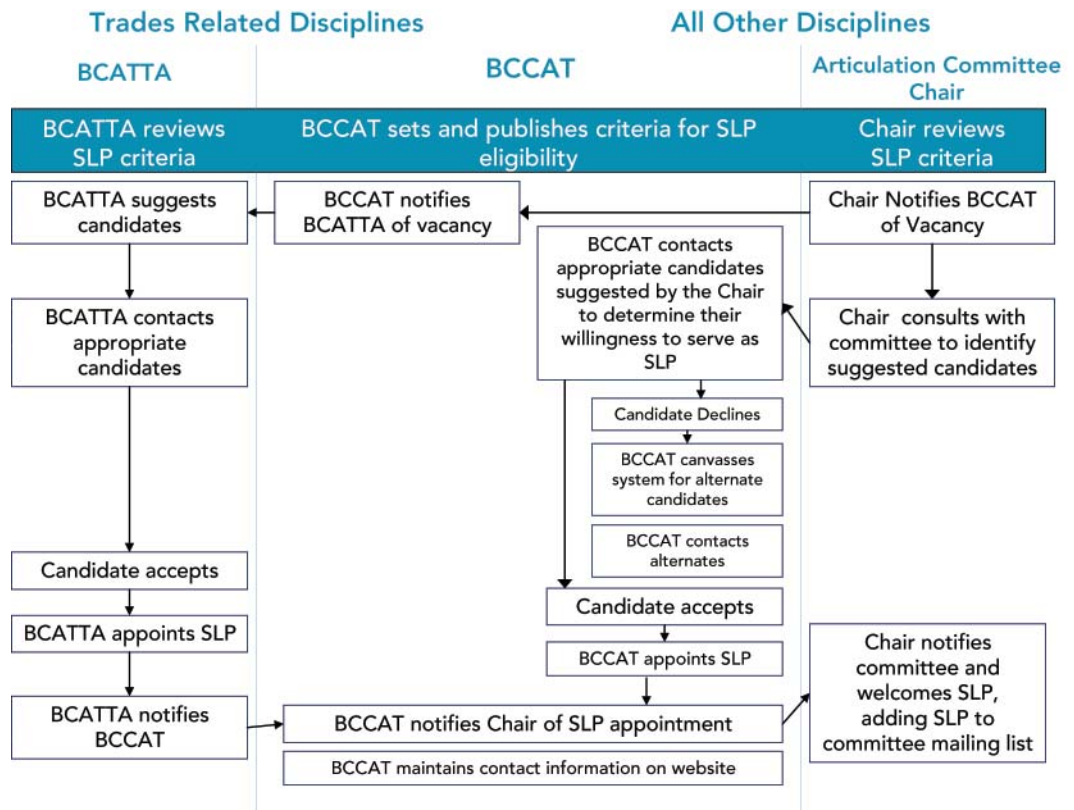
This proposal should be as comprehensive as possible, and address the following items:

- a detailed rationale for the establishment of the new group;
- a description of the work it will undertake, the issues it will address etc., (for example, how the work of the committee will facilitate transfer for students);
- a list of the potential membership or representative groups, including, where appropriate, Ministry, secondary school or private sector representation;
- a plan for chairing, taking and distribution of minutes;
- statements of support for the establishment of the committee from each participating institution's Dean or Director; and
- frequency and location of meetings and/or plans for electronic communications.

It is strongly recommended that the proponent group study carefully *The Articulation Committee Companion* in its preparation of the proposal, in order to ensure that it is fully cognizant of the roles and responsibilities of articulation committee members. A copy of this *Companion* can be obtained from BCCAT or can be downloaded from www.bccat.bc.ca.

Once the proposal has been received, it will be adjudicated by the Transfer and Articulation Committee at its next meeting. Discussions with other interested parties (e.g., Deans' groups, apprenticeship agency) will form part of the adjudication process where appropriate. The Executive Director or Associate Director of the Council will communicate the decision of that committee to the proponent group.

APPENDIX C SYSTEM LIAISON PERSONS APPOINTMENT PROCESS SCHEMATIC



APPENDIX D TRANSFER PROJECT INFORMATION

Transfer projects of different types have been undertaken by numerous articulation committees, with the assistance of project funding from BCCAT. There are two main categories of transfer projects: Transfer Innovations Projects and Transfer and Articulation Projects. Applications for project funding under either category are submitted to the Transfer and Articulation Committee for consideration and approval. Articulation Committees considering making an application for transfer project funding are advised to review the following information thoroughly.

Transfer Innovations Projects

BCCAT wishes to encourage the development of flexible and innovative transfer arrangements among BC post-secondary institutions and in doing so, BCCAT aims to minimize inequities and difficulties faced by students and institutions. Since transfer students can never be sure at which institution they will be accepted, their transfer program should be flexible enough to enable them to transfer into their intended program with reasonable prospects of academic success.

The Transfer & Articulation Committee (TAC) invites articulation committees, or related discipline-based groups, to submit proposals for Transfer Innovations project funding for projects that have as their central objective, a significant improvement in transfer for students. Project outcomes should provide clear, uncomplicated and flexible additions to course-by-course transfer models. Examples include Flexible Pre-Majors and Block Transfer Agreements. These projects are described in the How to Articulate Handbook.

The Application Package for Transfer Innovations Projects is online at:
www.bccat.bc.ca/pubs/tipackall.pdf.

Transfer & Articulation Projects

The Transfer and Articulation fund has been established to provide small grants (up to \$5000 maximum) to articulation committees or other groups to fund specific projects which are related to transfer and articulation. The project must be clearly related to transfer and articulation, or to the work of articulation committees. A Transfer & Articulation project should fall outside the scope of the criteria for Transfer Innovations Projects. This project funding is not intended as an avenue for the funding of curriculum development

The Application Package for Transfer & Articulation Projects is online at:
www.bccat.bc.ca/pubs/tapfund.pdf.

For more information about transfer projects, email articulation@bccat.bc.ca.



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